DOCUMENT RESUME

ED 192 483 EC 130 135

AUTHOR	Scholl, Geraldine T.
TITLE	Self Study and Evaluation Guide for Day School Programs for Visually Handicapped Pupils: A Guide for Program Improvement.
INSTITUTION	Council for Exceptional Children, Reston, Va.
SPONS AGENCY	Indiana Univ., Bloomington. School of Education. Center for Invention and Development.; National Inst. of Education (DHEW), Washington, D.C.
REPORT NO	ISBN-0-86586-111-0
PUB DATE	80
NOTE	96p.
AVAILABLE FROM	The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($14.50)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Accreditation (Institutions); Delivery Systems; Elementary Secondary Education; *Program Evaluation; *Self Evaluation (Groups); Teaching Methods; *Visual Impairments

ABSTRACT

The guidelines are intended as a self evaluation and to improve K through 12 educational programs for visually handicapped students. Five options for the use of the guide (including as a self study instrument for a day school program following the intensive accreditation model but not applying for accreditation or as a supplement to the self study instruments required by the regional accrediting agencies for the accreditation of a school) are considered. Questions are posed for self evaluation in the following areas: philosophy and objectives, program and community profile, the plan for learning experiences, instructional areas offered to all pupils, special instructional areas and techniques, and nonacademic areas. A final section provides a mechanism for summarizing the results of the total self study. (CL)

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ED192483

Self Study
and
Evaluation Guide for
Day School Programs
for
Visually Handicapped
Pupils:

A Guide for Program Improvement

Geraldine T. Scholl
University of Michigan

A product of the ERIC Clearinghouse on Handicapped and Gifted Children

The Council for Exceptional Children

EC130135

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Published in 1980 by The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Library of Congress Number 80-68282
ISBN 0-86586-111-0

The development of this publication was supported in part by a grant from The National Study of School Evaluation, National Study Research Proposals, School of Education, Indiana University, Bloomington, Indiana.

This publication was prepared with funding from the National Institute of Education, US Department of Education, under contract no. 400-76-0119. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children, the National Institute of Education, or the Department of Education.

Printed in the United States of America.

Contents

About the Author		v
Foreword		vii
Introduction		1
SECTION A:	Instructions	3
SECTION B:	Philosophy and Objectives	11
SECTION C:	Program and Community Profile	17
SECTION D:	The Plan for Learning Experiences	29
SECTION E:	Instructional Areas Offered to All Pupils	43
SECTION F:	Special Instructional Areas and Techniques	61
SECTION G:	Nonacademic and Extracurricular Services and Activities	77
SECTION H:	Evaluation Summary	91
References		94

About the Author

Geraldine T. Scholl is Professor of Education, School of Education, The University of Michigan, Ann Arbor. She holds a B.Mus. degree in music education from Marygrove College (Detroit, Michigan), a M.Ed. in special education from Wayne State University, and a Ph.D. in educational psychology from The University of Michigan. She also completed the Perkins-Harvard course for training teachers of the blind. She is a former teacher of visually handicapped children in Grand Rapids, Michigan, and of emotionally disturbed children at Hawthorn Center in Northville, Michigan; and an elementary supervisor at the Michigan School for the Blind. While on the faculty at The University of Michigan, she has served as a lecturer in educational psychology in the Department of Education, Sheffield (England) University for one year and as Branch Chief of Physical and Sensory Handicaps, Division of Personnel Preparation, in the Office of Education for one year.

Professor Scholl has been an active member of the Division for the Visually Handicapped of The Council for Exceptional Children, Association for Education of the Visually Handicapped, and the American Association of Workers for the Blind. She is also a member of the American Educational Research Association and the American Psychological Association. She has served on the Board of Directors of the National Accreditation Council of Agencies Serving the Blind and Visually Handicapped and is a member of the Board of Trustees of the American Foundation for the Blind.

She has published numerous articles in professional journals, including the *DVH Newsletter*; chapters in various books related to the education of handicapped children; and several books including CEC's publication, *The Principal Works with the Visually Impaired*.

Foreword

The *Self Study and Evaluation Guide for Day School Programs for Visually Handicapped Pupils* was prepared with the assistance of a grant from the National Study of School Evaluation. The preparation of this *Guide* was coordinated with several related efforts in the field of education for the visually handicapped. These included:

1. The revision undertaken during 1977-78 by the National Accreditation Council of Agencies Serving the Blind and Visually Handicapped (NAC) of the 1968 *Self-Study and Evaluation Guide for Residential Schools* (NAC, 1968).
2. The Association for Education of the Visually Handicapped (AEVH) Standards Committee project to identify special curricular areas in the education of visually handicapped pupils (Scholl & Weihl, 1979).
3. The American Foundation for the Blind (AFB) project to develop guidelines for organizing and administering programs for the visually handicapped in local schools to implement the intent and provisions of P.L. 94-142 (Spungin, 1980).

The author was fortunate to be associated in various capacities with all three projects and, thus, was able to draw from each one ideas and content that were applicable to the development of this *Guide*.

The author is indebted to the Standards Committee of AEVH, where the idea for this *Guide* was initiated; to the almost 200 teachers of visually handicapped pupils who participated in a study of special areas that should be included in educational programs for visually handicapped pupils; to the numerous teachers and administrators who reviewed and reacted to the draft instrument; and to the many professional colleagues and graduate students who shared their thoughts with the author during the project. This *Guide* would not have been possible without their assistance. Finally, the financial assistance of the National Study of School Evaluation is gratefully acknowledged.

G.T.S.
March 1980

Introduction

Most Americans expect schools to assist students in achieving their maximum potential and taking their place ultimately in the mainstream of adult life. For much of our educational history, however, one group of pupils has been neglected by schools with the result that many do not achieve their maximum potential in the regular school setting nor are they generally prepared to assume a contributory role later as citizens in our society. This group includes those who are handicapped physically, mentally, emotionally, or socially to the extent that they cannot participate fully in the regular school curriculum.

In 1975 Congress passed and President Ford signed P.L. 94-142, the *Education for All Handicapped Children Act*. This legislation, with its emphasis on individualized education programs and education in the least restrictive environment, requires public schools to provide an education for the handicapped, most of whom require specialized materials, teaching methodology, and/or instruction in certain skill areas in order to achieve their maximum potential and to take their rightful place as contributing members of American society. Visually handicapped pupils are among those who ordinarily require some type of educational intervention in order to participate fully in the regular school program.

Although small in number and considered a low incidence group, pupils with visual impairments have been educated in regular schools in this country since 1900. The past and present success of these efforts at intergration/mainstreaming may be attributed in large measure to the special help such pupils receive from itinerant, resource room, or special class teachers who are qualified to assess needs and plan appropriate remedial and supplementary programs for their special education needs (individualized education programs) and to provide specialized materials that will enable them to function successfully in the regular classroom.

Some administrators espouse the position that visually handicapped pupils can function in a regular classroom without the assistance of specialized teachers trained to work with them. The extent to which regular teachers could meet the special needs of this group within the framework of the regular school curriculum is unknown. There have been few attempts to identify and systematize the special educational needs of visually handicapped pupils and to determine what curricular areas in the regular school program could, with minor modifications, be adapted by regular teachers to meet those needs. Until such an assessment is undertaken, it will be difficult to respond to the position that visually handicapped pupils can manage in a regular class without specialized professional assistance.

This *Guide* grew out of an attempt to identify those curricular areas in educational programs conducted by regular schools that should be available to visually handicapped pupils and that are necessary for quality educational programing for these pupils. It is intended to supplement the guides published by the National Study of School Evaluation, namely, *Elementary School Evaluative Criteria, Junior High School/Middle School Evaluative Criteria*, and *Secondary School Evaluative Criteria: Narrative Edition*, when these guides are used to evaluate regular schools that include programs for visually handicapped pupils. Further, it is meant to parallel the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped self study and evaluation guides for residential schools. Much of the material contained in this *Guide* is adapted from the contents of these four guides.

The *Self Study and Evaluation Guide for Day School Programs for Visually Handicapped Pupils* is an instrument for self evaluation for purposes of program improvement. It follows the certification/accreditation model of educational evaluation (Webster & Stufflebeam, 1978). School personnel engage in an intensive self study using evaluative criteria based on best professional judgment. The "best professional judgment" for the development of the *Guide* was solicited from 42 teachers of the visually handicapped in four states who participated in a preliminary project and 105 from six states who participated in the two phases of the project that resulted in the development of the *Guide* (Scholl, 1978).

The *Guide* is intended for use in K-12 programs typically operated by local/regional school districts. For programs serving pupils below kindergarten level, the *Self-Study and Evaluation Guide Section D-15: Pre-school Services* published by the National Accreditation Council of Agencies Serving the Blind and Visually Handicapped (NAC, 1979b) is recommended. For programs serving pupils classified as "multihandicapped," the *Self-Study and Evaluation Guide Section D-21: Program for Multihandicapped Students* (NAC, 1979) is recommended.

The *Guide* has multiple uses. Teachers and administrators should read Section A carefully and select the procedure that is most appropriate for their particular program and that meets most effectively their program evaluation needs and objectives. Several options for use of the *Guide* are described in Section A. School personnel should feel free to modify or adapt any suggested use and to complete only those sections that will contribute to meeting their own evaluation objectives. This is not a self study instrument that should be completed in its entirety by all users.

Section A
Instructions

CONTENTS

ORGANIZATION OF THE *GUIDE*	4
SUGGESTED OPTIONS FOR USE OF THE *GUIDE*	5
Regional Accrediting Agencies	5
National Accreditation Council	7
Self Study Without Accreditation	7
Self Study	7
Outside Review	8
Study of Findings	9
Special Education Elements	10
Summary Review	10
FACTORS INFLUENCING THE SELECTION OF AN OPTION	10

ORGANIZATION OF THE GUIDE

The *Self Study and Evaluation Guide for Day School Programs for Visually Handicapped Pupils* provides an instrument for personnel involved in these programs to obtain qualitative evaluative information regarding the various aspects of their service delivery system. Certain elements are necessary when an evaluation for programs for visually handicapped pupils is undertaken:

First, school personnel assess their programs in the light of their statement of philosophy and objectives (Section B) and the characteristics and needs of the pupils being served (Section C). These are the foundations upon which the educational program is built.

Second, visually handicapped pupils attending day school programs are educated with nonhandicapped pupils for many curricular experiences. The quality of their total educational experience is, therefore, intimately related to the quality of the program for nonhandicapped pupils. Thus, the *Guide* includes an assessment of the total educational program plan for learning and instructional areas offered nonhandicapped pupils which may be used as a substitute for the various *Evaluative Criteria* (NSSE, 1970, 1973, 1975) when studying an entire program (Section E).

Third, certain specialized components in educational programs for visually handicapped pupils must be provided. These include special materials and techniques such as braille and the abacus, and special instructional areas such as orientation and mobility training, that are necessary for their educational development (Section F).

Finally, participation in nonacademic activities as mandated by P.L. 94-142 must be provided. The extent to which visually handicapped pupils can and do participate in such activities must be determined (Section G). These elements are depicted in Figure 1.

To evaluate the elements shown in Figure 1, the *Guide* includes the following sections:

Section A: Instructions. Provides an overview that includes suggestions for the use of the *Guide.*

Section B: Philosophy and Objectives. Provides guidelines for school personnel to develop a statement of philosophy and objectives for the educational program offered visually handicapped pupils within the context of the regular school program.

Section C: Program and Community Profile. Requests statistical and demographic information about the program, school staff, students, and community. Such data

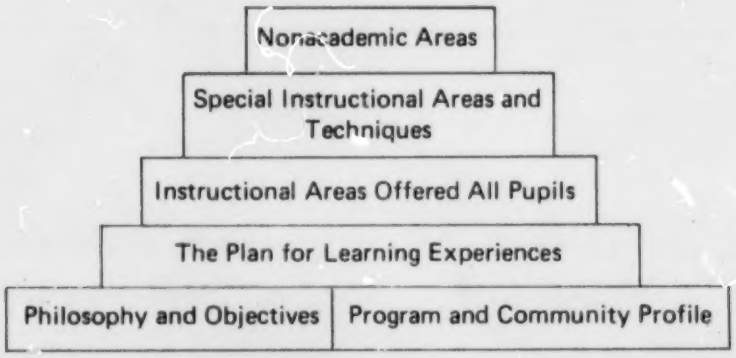
Nonacademic Areas
Special Instructional Areas and Techniques
Instructional Areas Offered All Pupils
The Plan for Learning Experiences
Philosophy and Objectives
Program and Community Profile

Figure 1. Evaluation of Programs for Visually Handicapped Pupils

help to identify the needs and characteristics of the pupils for whom the program is designed.

Section D: The Plan for Learning Experiences. Requests information about the service delivery system, its various components, and how they relate to the educational program for visually handicapped pupils.

Section E: Instructional Areas Offered to All Pupils. Reviews curricular areas from the regular school program that should be available to pupils with visual impairments.

Section F: Special Instructional Areas and Techniques. Reviews curricular areas that are essential to a comprehensive educational program for visually handicapped pupils.

Section G: Nonacademic Area. Reviews the nonacademic areas of school programs that should include handicapped pupils.

Section H: Evaluation Summary. Requests school personnel to identify the special strengths of the program and to detail plans for improvement.

Sections E, F, and G relate specifically to the educational experiences provided to visually handicapped pupils. These three sections have a common format: Introduction, Nature of Program, Evaluation, and Programing for Improvement.

The Nature of the Program is further subdivided into: Planning and Organization; Instructional Areas including Instructional Content and Instructional Activities; and Instructional Staff, Facilities, Materials, and Equipment. The Evaluation and Programing for Improvement subsections are the same for all three sections.

In all sections and subsections, space is provided for COMMENTS. School personnel should add any relevant information for that particular section that will present a more accurate picture of the program.

SUGGESTED USES OF THE GUIDE

The *Guide* may be used in a variety of ways:

1. As a supplement to the self study instruments required by the regional accrediting agencies for accreditation of a school.
2. As a supplement to the self study and evaluation guides for residential schools applying for accreditation through the National Accreditation Council when such schools include a day school component in their programs.
3. As a self study instrument for a day school program following the intensive accreditation model but not applying for accreditation.
4. As a self study guide for special education elements in a program for visually handicapped pupils.
5. As a resource for school personnel to determine necessary components that should be included in programs for visually handicapped pupils.

Suggested procedures for these five uses are described in the following sections. School personnel should select the one (or elements from one or more) that best meets their needs and that is reasonable given their resources and staff time. Although the intensive self study is time consuming, it is most rewarding and productive. The process of working together in looking at a program intensively stimulates thought among school staff and helps them to set priorities for needed improvements. Those school personnel who have used the *Guide* in this way have found the benefits to outweigh the disadvantages of a time consuming process.

Regional Accrediting Agencies

The National Study of School Evaluation recommends the following three phases for a complete evaluation of a school:

1. A careful self study by the school staff of the total program. It is recommended that this phase take approximately one academic year.
2. A review of the school's program by a visiting committee. This can be accomplished at the end of the academic year when the self study is completed or at the beginning of the following school year.
3. A consideration and followup by the school staff of the findings reported by the visiting committee. This part may take from one month to one school year depending on the recommendations.

Detailed instructions for each of these phases are included in the following documents published by the National Study of School Evaluation:

Elementary School Evaluative Criteria (NSSE, 1973)
Junior High/Middle School Evaluative Criteria (NSSE, 1970)
Secondary School Evaluative Criteria: Narrative Edition (NSSE, 1975)
Evaluative Criteria: Fourth Edition (NSSE, 1960)

A school that includes a program for visually handicapped pupils is urged to use this *Guide* in conjunction with the appropriate level *Evaluative Criteria* when seeking accreditation. It is recommended that a subcommittee be appointed to prepare this component of the self study. Such a subcommittee might include representatives from the following: the teacher/orientation and mobility instructor for the program, a parent, a student (if appropriate), a regular teacher, a community representative, and a vocational rehabilitation counselor (if a secondary school).

If the program serves a geographical area greater than that served by the school itself, representative(s) from the area served should be included. If possible, state department of education personnel and representatives from the residential school serving that geographical area should also be invited to participate. The subcommittee preparing this aspect of the self evaluation should follow the procedures outlined in the instrument being employed by the school for the self evaluation.

The preparation of a statement of philosophy and objectives specifically directed toward programs for visually handicapped pupils is strongly recommended (see Section B). In addition, data pertinent to the program for visually handicapped pupils as requested in Section C: Program and Community Profile should be included. The subcommittee assigned responsibility for this component should prepare these sections.

The visiting committee appointed to provide the reaction to the self study conducted by the total school personnel should include at least one person knowledgeable in the education of visually handicapped pupils. This person should participate as an active member of the visiting committee reviewing other aspects of the school program just as other members of the visiting committee should review the program for visually handicapped pupils.

The use of this *Guide* as part of the accreditation process will insure that attention is directed toward assessment of the quality of the program offered visually handicapped pupils within that school.

School personnel selecting this option may wish to use only Section F: Special Instructional Areas and Techniques and Section G: Nonacademic Areas from this *Guide*. The coordinating committee in charge of the school's self study should insure that the school's statement of philosophy and objectives includes attention to the needs of visually handicapped pupils and that data about these pupils be included in the profile of the school and community.

National Accreditation Council (NAC)

The National Accreditation Council for Agencies Serving the Blind and Visually Handicapped is officially recognized by the US Commissioner of Education as the national authority for accreditation of specialized (residential) schools for the blind. Program linkages between the residential school and day school programs for blind and visually handicapped pupils are becoming more frequent and more effective in keeping with P.L. 94-142, The Education for All Handicapped Children Act of 1975. Many residential schools are functioning as specialized centers in support of local day school programs as well as serving a special population that cannot be served adequately in the local community.

The procedures used by a residential school for the blind in making application for accreditation to NAC are similar to those used by the regional accrediting bodies. When the residential school includes services to visually handicapped pupils enrolled in day programs in the state, the school may wish to use selected sections of this *Guide* to supplement the NAC self study and evaluation guides. The subcommittee preparing this part of the report should include representatives from the community or communities being served by the program, such as regular teachers, parents, the students (if appropriate), and community representatives. The onsite review team should include at least one representative of a day school program. The total process should take about one school year.

Schools selecting this option may wish to use selected portions from Section D: The Plan for Learning Experiences; if there is sufficient time, Section E: Instructional Areas Offered to All Pupils; Section F: Special Instructional Areas and Techniques; and Section G: Nonacademic Areas as the major part of the self study.

Self Study Without Accreditation

Although accreditation of elementary and junior high/middle schools by one of the regional accreditation agencies is common in certain sections of the country, most schools at these levels are not accredited from this resource. Similarly, NAC has not to date accredited day school programs partly because there has been no appropriate instrument for a self study and partly because such programs tend to be a small part of a school system, the totality of which is not eligible for accreditation from NAC. Thus, by far the greatest use of this *Guide* is as an independent instrument for program evaluation. The purpose of this section is to give suggestions for intensive use of the *Guide* under these circumstances. Less intensive uses are described in the next two sections.

It is strongly recommended that personnel planning to use this *Guide* for an intensive review of their programs for visually handicapped pupils follow the three step model used in the accreditation process described in an earlier section, namely, a self study, an assessment by an outside group, and a thorough study of the findings. Adopting this model will result in a more complete evaluation experience and ultimately greater benefits to both school personnel and pupils enrolled.

Self Study

The quality of day school programs for visually handicapped pupils rests largely on the quality of educational programs for *all* pupils. In a recent study (Scholl, 1978), six groups of teachers of visually handicapped pupils reviewed three instruments published by the National Study of School Evaluation and found them to be appropriate for evaluating the content of the regular school curriculum, which should also be included in the curriculum for visually handicapped pupils. In the light of this study, it is

strongly recommended that the self study include an evaluation of the total school program using one or more of the following instruments:

Elementary School Evaluative Criteria (NSSE, 1973). Sections: D,E,F,H,I,J.
Junior High/Middle School Evaluative Criteria (NSSE, 1970). Sections: V,VI,VII, VIII, IX, X,XI.
Secondary School Evaluative Criteria: Narrative Edition (NSSE, 1975). Sections: P,Q,S,T,U,V,W.

If the program includes services for preschool children, the following guide available from the National Accreditation Council should be used: *Self-Study and Evaluation Guide Section D-15: Preschool Services* (NAC, 1979b).

If the program includes a class or services for multihandicapped pupils, the following guide available from the National Accreditation Council should be used: *Self-Study and Evaluation Guide Section D-21: Program for Multihandicapped Students* (NAC, 1979).

Careful planning will make the self study a valuable experience for those undertaking it and will result in more effective program evaluation. Personnel involved in the school district program for visually handicapped pupils should first study this *Guide* carefully and then plan an appropriate procedure for completing the self study.

If the program includes more than five professional persons, the group may wish to select three to function as a coordinating committee. The coordinating committee appoints subcommittees, assigns sections to be completed, prepares a timetable for completion, and generally oversees the self study process. If the program has fewer than five professional persons, then they may wish to function as a committee of the whole to carry out these coordinating functions. The coordinating committee should be responsible for the preparation of Section B: Philosophy and Objectives and Section C: Program and Community Profile. These sections should be made available for review by all members of the staff and revised during the self study process as necessary.

Subcommittees should be formed to complete the individual sections of this *Guide*, the guides for preschool/multihandicapped if used, and any sections of the appropriate Evaluative Criteria instrument(s) if used. Subcommittee members should draw in representatives of such groups as the school district administration, school board members if possible, regular teachers, students, parents, recent graduates, rehabilitation agency personnel, employers, groups of visually handicapped persons, state department of education personnel, residential school personnel, and any others who may have input into the program in one capacity or another. The intent of the subcommittee structure is to provide a fresh look at various aspects of the program, to look at the program from a variety of points of view, and to formulate plans to strengthen the program.

Each subcommittee report should be reviewed and critiqued by the total group, particularly in the light of the statement of Philosophy and Objectives and the Program and Community Profile. The recommended time for completing the self study is from one to two semesters, preferably no more than one school year.

While numerous benefits may accrue to the staff from this self study alone, it is recommended that the process not stop at this point, but rather go on to complete the next two steps.

Outside Review

Although the self study process itself will result in numerous benefits to school personnel in their efforts to improve programs and, thus, ultimately the educational programs of the pupils themselves, an assessment by someone or some group outside the school district will provide additional input for the program evaluation. For small programs,

a single professional may perform this function; for larger programs three or more persons may be appropriate. These outside persons may be drawn from other day and residential programs for the visually handicapped, state departments of education, and colleges or universities. If a group of three or more is selected, at least one should be chosen from groups outside the educational system such as parents, former students, vocational rehabilitation personnel, an agency for the visually handicapped, an organization of the visually handicapped, a community group, or current employers of visually handicapped persons. Regular school personnel should also be included when possible.

The purpose of the outside review is to assess the validity of the self study report through individual and group interviews, examination of relevant materials, classroom observation and visitation, and meetings with the various subcommittees and coordinating committee.

The person(s) conducting an outside review should be provided with a copy of the self study report prepared by the school personnel prior to the visit. A report of findings and recommendations should be written and submitted to the coordinating committee by the outside review person(s).

Study of Findings

The self study and outside review will not result in program improvement unless structured efforts are made to followup on the recommendations. The coordinating committee, or another committee appointed specifically for this purpose, will provide a mechanism for studying the findings and implementing the recommendations.

Copies of the self study and the outside review report should be provided to all staff members concerned with the program. Both reports should be reviewed for completeness and accuracy. Staff members should be asked to place the recommendations in order of priority. The coordinating committee (or the total staff, if it is small) should then categorize the recommendations into (a) those that are not appropriate, (b) those that can be implemented at once, and (c) those that must be implemented over a longer period of time.

The coordinating committee should make recommendations to the staff concerning procedures for implementing both long and short range recommendations. Finally, this committee should recommend procedures for monitoring the implementation and determining when the program should be re-evaluated. A structured followup procedure will insure that the work expended on the self study and outside review will lead to program improvement, the ultimate goal of the self study and evaluation process.

In selecting an appropriate procedure, school personnel should first assess their resources of staff and time to determine how intensively they wish to evaluate their programs. This process will take at least one school year to complete. If the intensive option is selected, then all sections should be completed. The following suggestions are included about how the sections can be modified to meet the needs of the school personnel. These are not be considered exhaustive.

Section B: Philosophy and Objectives. Although this is a difficult section to complete, it is recommended that school personnel give some attention to their philosophy and objectives—their reason for being. Some school staff may wish to spend a portion of the year preceding the self study itself discussing the questions raised in this section. The development of a written statement is an excellent inservice activity and lays a good foundation for evaluating the program.

Section C: Program and Community Profile. This section requests considerable data which school personnel should know about the clientele served and the community.

Such data may be available in other forms. Portions of this section should be selected for completion or should be modified to meet the needs of the program.

Section D: The Plan for Learning Experiences. This section is basic to the remainder of the self study. Again, portions may be selected or modified to meet the purposes of the evaluation.

Section E: Instructional Areas Offered to All Pupils. This section may be omitted in the interest of saving time and if there is evidence that all pupils, handicapped or not, are receiving a quality education.

Section F: Special Instructional Areas and Techniques and *Section G: Nonacademic Areas* should be completed in their entirety.

Section H: Evaluation Summary provides a mechanism for summarizing the results of the total self study.

Special Education Elements

When school personnel do not wish to engage in an intensive self study but would like to assess only the special education elements in their program for the visually handicapped, Section F: Special Instructional Areas and Techniques and Section G: Nonacademic Areas should be used. These sections can be completed within a school term as part of an inservice training program.

Summary Review

Some administrators may wish to obtain an overview of what should be included in a program for visually handicapped pupils prior to setting up such a program or changing in a new direction. Section D: The Plan for Learning Experiences used alone should provide an outline for such a review.

FACTORS INFLUENCING THE SELECTION OF AN OPTION

Time is probably the major factor in the selection of one of the options described. However, the process provides an excellent inservice experience for teachers since it assesses what is being done in programs and asks school personnel to decide what more is needed.

Since the accreditation process and procedures for completing a self study are usually unfamiliar to special education personnel, a period of preparation may be necessary prior to the beginning the self study. In such instances, school personnel should begin with the review of their philosophy and objectives followed by a survey of their programs and pupils served. This may take a semester or more to complete during inservice meetings. The following school year, the self study itself could be completed according to the guidelines described in the section on the independent self study.

Section B
Philosophy and Objectives

It is recommended that, for all options, school personnel read this section carefully and then decide whether completing it will enhance their self study. It should be noted, however, that a complete evaluation is best made in terms of program philosophy and objectives.

CONTENTS

I. INTRODUCTION	12
II. DEVELOPMENT OF THE STATEMENT	12
III. NATURE OF THE STATEMENT	13
IV. EVALUATION	14
V. PROGRAMING FOR IMPROVEMENT	15

Name of School District _____

Date _____

Prepared by _____

_____

_____

I. INTRODUCTION

Every school system has a philosophy that guides its various educational activities. A philosophy of service, set forth clearly and succinctly in writing, gives common direction to school personnel and provides internal consistency to the school's programs. When the school's program includes services to handicapped pupils, the statement should set forth the school's beliefs and goals relative to the education of these pupils. Thus, school districts providing services to visually handicapped pupils should include the special needs and considerations for such pupils in the written statement of their philosophy.

Formal planning and evaluation are enhanced by reference to the written statement of philosophy. It is useful in long range planning, in preparing annual program plans, and in developing individualized education programs for the pupils. The achievement of goals and objectives is more readily assessed in the light of a written philosophy. Further, the statement aids the public and other agencies to understand the purpose and specialized services provided by the school to visually handicapped pupils. For purposes of self study within the framework of this *Guide*, the development or review of an existing statement of philosophy is an essential first step. Completion of the remaining sections should be undertaken in the light of the stated philosophy.

II. DEVELOPMENT OF THE STATEMENT

The staff member(s) using this *Guide* should first determine whether the school district has a written statement of its philosophy of service. If so, they should review the content to determine whether the education of handicapped pupils is included in the statement. If not, they may wish to initiate steps to insure that the school administration and the governing body (school board) include a philosophy of service for such pupils in the next revision. If the school district does not have or does not include services to visually handicapped pupils in its written statement of philosophy, then staff members using this *Guide* should initiate steps to develop such a statement.

The process of developing the statement of philosophy provides productive opportunities for involving a wide variety of persons who can contribute significantly to the strength and viability of the program. Representatives of the governing authority, school administration, faculty and other staff, parents, students, members of organizations of blind or otherwise visually handicapped persons, professional and community groups, and interested and knowledgeable persons from the community are among those who should be asked to assist in the development of this statement. Responsibility for drafting the statement should be assigned as noted in *Section A, Instructions.*

It is recommended that the document be prepared according to the consensus method. Complete agreement on all points should not be expected since each contributor brings to the process personal points of views and judgments. In final form, however, the statement should serve as an acceptable and effective guide for the program for visually handicapped pupils.

Content

Each day school program for visually handicapped pupils is unique and has its own distinctive philosophy. Different origins and historical development; different regional, state, and local conditions; different impact of laws, regulations, executive orders and judicial opinions; different arrangements for education and rehabilitation services for

blind and visually handicapped persons within the area served by the schools; and different needs of the students and parents served all contribute to the unique and distinctive philosophy.

School Philosophy and Profile

The following outline is suggested for use in preparing the written statement of the program's philosophy. It consists of three basic parts: purpose, services, and responsibilities to consumers.

1. *Purpose.* This part of the statement expresses the overall purpose of the program in the light of the following points:
   a. The major impact of current legislation (particularly P.L. 94-142 and other relevant state and federal legislation).
   b. The relationship of funding to programing.
   c. The rationale behind the needs for specialized services for visually handicapped pupils.
   d. The geographic area served.
   e. The population served in terms of the age or developmental levels of the students, the range of handicapping conditions they present, and the range of opportunities provided by the school.

2. *Services.* This part of the statement should include a brief, descriptive listing of services provided. The following points should be considered:
   a. A description of the population served (age or developmental groupings) and the curricular programs and other services available to each group.
   b. The role of individualized education programs and the use of objectives to effect behavioral change in the visually handicapped pupils.
   c. The relationship of this program to the state's education plan for handicapped children; to the services of intermediate or regional and local education agencies; and to the services offered by the residential school.
   d. The school's relationships with other agencies and services for blind and visually handicapped persons.

3. *Responsibilities to Consumers.* Finally, the statement should summarize the program's belief in the dignity and rights of blind and visually handicapped persons and their role in the planning and evaluation processes. In addition to pupils and their families, consumers include alumni and other persons from the community who have an interest in the program.

III. NATURE OF THE STATEMENT

Responses of the school staff to the following questions may assist in evaluating the statement of philosophy and objectives.

1. How were regular school personnel involved in the preparation of the statement of philosophy and objectives?

2. How were others, i.e., parents, students, organizations of the blind or otherwise visually handicapped, community groups, etc., involved in the preparation of the statement of philosophy and objectives?

3. What is the relationship between the program for the visually handicapped and the regular school program?

4. Does the statement describe the relationship of the program to other components in the state's service delivery system for pupils with visual impairments?

5. Are the objectives included in the statement appropriate to meet the needs of pupils as described in Section C: Program and Community Profile?

COMMENTS:

IV. EVALUATION

1. To what extent does the statement of philosophy and objectives provide a basis for operating the program?

2. To what extent does the statement reflect a commitment to program development based on knowledge of current activities and developments in the field for the visually handicapped?

3. To what extent are the objectives appropriate to the needs of pupils and characteristics of the community?

COMMENTS:

V. PROGRAMING FOR IMPROVEMENT

1. What provisions are underway or planned to share/disseminate the program's statement of philosophy and objectives with the rest of the school? With the community?

2. What provisions are made to periodically review the program's statement of philosophy and objectives?

COMMENTS:

Section C
Program and Community Profile

It is recommended that this section be completed by those undertaking the self study for purposes of accreditation and those using it intensively as a self study. Selected portions may be appropriate for other options. This should be decided by the school personnel using the *Guide*. It should be noted that effective school programs are designed to meet the needs of the pupils being served in a specific community; therefore, school personnel need to know the nature and needs of their clientele and the characteristics of the community where the program is located.

CONTENTS

I. INTRODUCTION	18
II. PROGRAM PROFILE	18
School Staff	18
Student Profile	20
Parent Involvement	24
III. COMMUNITY PROFILE	24
IV. RELATIONSHIPS WITH OTHER SERVICES BLIND AND VISUALLY HANDICAPPED PERSONS	25

Name of School District _____

Date _____

Prepared by _____

_____

_____

I. INTRODUCTION

The evaluation of any program for visually handicapped pupils is based on the degree to which that program meets the needs of the pupils in the community it serves. In order to determine the needs of the pupils, schools collect and analyze data relevant to those pupils. Additionally, data concerning the community served by the program are necessary in order to know and use available resources to complement the school program. Visually handicapped pupils come from and return to the community. School staff should know the characteristics of the community so they can plan and implement appropriate individualized education programs that will enable pupils to make maximum use of their abilities and become self sufficient, independent adults within the community.

II. PROGRAM PROFILE

Selected information about program personnel and students is necessary in order to plan and implement appropriate learning experiences. If the information is available in another form, it should be attached to this section.

School Staff

The quality of any program depends on the quality of the staff. For each of the categories in the following form indicate the number of full time and the number of part time paid staff employed for the current year and *specifically assigned to the program for the visually handicapped*. In the third column, check those personnel who are available to work in the program when individual needs of pupils require their services.

Type of Staff	Full Time	Part Time	Available as Needed
Administrator			
Supervisor			
Teacher of Visually Handicapped			
Orientation and Mobility Specialist			
Aide or Paraprofessional			
Counselor			
Social Worker			
School Psychologist			
Occupational Therapist			
Physical Therapist			
Nurse			
Clerical/Secretary			
Other (specify)			
_____			
_____			

COMMENTS:

Student Profile

In the following table, enter the enrollment by age and sex as of the opening of the current year and for each of the preceding 5 years.

Age	Current Year			1 year ago			2 years ago			3 years ago			4 years ago			5 years ago		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5 & under																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		
19 & over																		
TOTAL																		

COMMENTS:

Causes of Visual Impairment

Attach tabular data about the principal causes of eye disorders of pupils either by site and type of affection or by etiology. If the program does not have its own form to attach for this purpose, the following may be used. Count each pupil only once.

Site and Type of Affection	Number of Pupils: Specific Conditions	Number of Pupils: Subtotals
EYEBALL IN GENERAL		_____
Glaucoma	_____	
Anophthalmos	_____	
Albinism	_____	
Myopia	_____	
Multiple anomalies	_____	
Other	_____	
CORNEA		_____
LENS		_____
Cataract	_____	
Other	_____	
UVEAL TRACT		_____
Chorioretinis	_____	
Aniridia	_____	
Other	_____	
RETINA		_____
Retrolental fibroplasia	_____	
Muscular and retinal degeneration	_____	
Retinoblastoma	_____	
Retinitis pigmentosa	_____	
Other	_____	
OPTIC NERVE, PATHWAY AND CORTICAL VISUAL CENTERS		_____
Optic nerve atrophy	_____	
Nystagmus	_____	
Other	_____	
OTHER SPECIFIED		_____
UNKNOWN		_____
	TOTAL NUMBER OF PUPILS	_____

COMMENTS:

Visual Acuity of Pupils

Attach data about the visual acuity of the pupils in a suitable format used by the program, or as follows:

Visual Acuity or Other Classification (Specify)	Number of Pupils
Total blindness and light perception only	_____
Measurable acuity to and including 20/200 and a field of vision up to 120°	_____
More than 20/200 (not legally blind)	_____
Total Pupils	_____

COMMENTS:

Disabilities in Addition to Visual Impairment

Include data about additional handicapping conditions found among pupils. Since a person may have more than one condition, the total number of disabilities may exceed the number of pupils. Indicate which conditions are suspected and which have been diagnosed by appropriate, qualified specialists.

Disabilities	Number of Pupils		
	Suspected	Diagnosed	Total
Speech Disorders	_____	_____	_____
Hearing Impairments	_____	_____	_____
Cerebral Palsy	_____	_____	_____
Epilepsy	_____	_____	_____
Diabetes	_____	_____	_____
Orthopedic Defects	_____	_____	_____
Mental Retardation	_____	_____	_____
Emotional Disturbance	_____	_____	_____
Specific Learning Disabilities	_____	_____	_____
Other (specify)	_____	_____	_____
	_____	_____	_____

COMMENTS:

Reasons for Leaving School

For the past 12 month period, or other period for which the program has data, indicate the number of pupils who have left this program and the reasons for leaving.

Reasons for Leaving (specify period covered)	Number of Pupils
Transferred to another program for the visually handicapped	_____
Transferred to residential school	_____
Transferred to regular grade	_____
Transferred to another special class	_____
Transferred to other program serving the multihandicapped	_____
Graduated from high school	_____
School education completed	_____
Other (Specify)	_____

COMMENTS:

Followup of Former Students

What procedures are employed for followup of former pupils and the frequency with which such studies are done. Summarize the findings of any recent followup studies or attach a copy of the report.

COMMENTS:

Parent Involvement

1. How are parents involved in the education of individual handicapped pupils?

2. How are parents involved in the program, such as advisory committees?

3. Describe any other parent involvement.

COMMENTS:

III. COMMUNITY PROFILE

In this part, information is sought about populations and the program's relationships with other agencies and services in the community.

Population Data

Estimated Number of Pupils who are Blind or Visually Handicapped

For the area served by the program, give the best estimates available of the number of pupils according to the age categories suggested. Cite the source(s) and dates of these data, if possible.

Age groups	Served by the program	Served by the residential school	Known to be served elsewhere	Estimated to be unserved	Estimated totals
Preschool	_____	_____	_____	_____	_____
Elementary age	_____	_____	_____	_____	_____
Secondary age	_____	_____	_____	_____	_____

COMMENTS:

Major Demographic Considerations

Indicate the total population of the community served by the program. List important population characteristics that have an impact on the program.

Public Transportation

What kind of transportation system is available for those who do not have personal transportation?

COMMENTS:

IV. RELATIONSHIPS WITH OTHER SERVICES FOR BLIND AND VISUALLY HANDICAPPED PERSONS

Identify key services, agencies, schools, or groups within the program's service area and describe the program's relationship with them. The following are suggested:

1. State education agency and special education unit responsible for the state education plan for all handicapped children.

2. State vocational rehabilitation agency for the blind.

3. Library for the blind and physically handicapped.

4. Voluntary service agencies for the blind.

5. Nearby schools used for courses by students.

6. Lions Clubs or comparable organizations.

7. Membership organizations of blind or visually handicapped persons.

8. Other community resources that are of notable importance to the school.

COMMENTS:

Relationship with Nonschool Programs

What important community resources, not specifically for visually handicapped persons are used by the program? Include such programs as Head Start; Boy/Girl Scouts; medical and psychological resources; recreational opportunities; community and adult education programs; etc.

COMMENTS:

Other Pertinent Information

What other community resources or characteristics are relevant to the program for visually handicapped pupils?

COMMENTS:

Section D
The Plan for Learning Experiences

This section provides a brief overview of what a total program should include. If school personnel wish to obtain an overview of their program for the visually handicapped, this section may meet their needs. The section may furnish onsite review teams with background information that will be of value before they review later sections that ask for more detailed information.

CONTENTS

I. INTRODUCTION	30
II. NATURE OF THE PROGRAM	30
The Delivery System	30
The Pupils and Parents	31
The Instructional Staff	33
The Learning Experiences	33
III. EVALUATION	40
IV. PROGRAMING FOR IMPROVEMENT	41

Name of School District _____

Date _____

Prepared by _____

_____

_____

I. INTRODUCTION

The curriculum for visually handicapped pupils should include the same curricular areas that are offered pupils of similar age and intellectual level, employing modifications in equipment, learning materials, and instructional techniques as needed. In addition, specialized instruction must be included to meet their unique needs. The school, the individual pupils, both sighted and visually handicapped, the instructional staff, and the curriculum itself contribute to the overall plan for the learning experiences provided visually handicapped pupils.

In this section school personnel are requested to provide information about the delivery system for services to visually handicapped pupils and their parents, the instructional staff, and the design of the learning experiences.

II. NATURE OF THE PROGRAM

The Delivery System

The school district, local or regional, must provide a continuum of services for the visually handicapped pupils it serves, so that each may be appropriately placed in the least restrictive environment. The selection of a particular pattern of services should not determine a pupil's placement; rather, placement should be based on an assessment of each pupil's needs and services should be provided that will best implement the pupil's individualized education program.

1. What elements in the continuum of alternate placements are included in the program for visually handicapped pupils (special class, resource room, etc.)?

2. How does the service delivery system outlined above relate to Section B: Philosophy and Objectives?

3. How does the service delivery system relate to the data presented in Section C: Program and Community Profile?

COMMENTS:

The Pupils and Parents

In order to provide the most appropriate placement that will facilitate the implementation of each pupil's individualized education program, the school must have procedures for identification, assessment, placement, and continuous evaluation of all visually handicapped pupils. The education of handicapped pupils requires that parents be involved in the total process. Without the active participation of parents, an effective educational program will be difficult to implement.

1. What procedures are used to identify pupils with visual impairments, e.g. Child Find, vision screening, etc?

2. What evaluation procedures are used to determine placement of pupils in this program?

3. What are the placement procedures used for this program?

4. What are the procedures for determining the least restrictive environment for individual visually handicapped pupils?

5. How is the pupil's individualized education program (IEP) developed? Who has major responsibility for developing the IEP? For implementing the IEP? For monitoring the IEP?

6. What procedures are employed for involving parents and the pupil, when appropriate, in the development, implementation, and evaluation of the IEP?

7. What procedures are employed for routine evaluation of the IEP? How often is the IEP re-evaluated?

8. What procedures are used for reporting the progress of pupils to parents (and to pupils themselves when appropriate)?

9. What procedures are used to effect maximum mainstreaming/integration of visually handicapped pupils with normal pupils?

10. What procedures are employed to insure the smooth transition of pupils through the K-22 system, e.g., moving from the elementary to junior high/middle school, etc.?

11. What due process procedures are used in this program?

12. What is the parent advisory system for the total program for the handicapped? For parents of the visually handicapped?

COMMENTS:

The Instructional Staff

An effective education program for visually handicapped pupils requires the cooperative efforts of regular teachers and the specially trained professional personnel qualified to work with visually handicapped pupils. Regular teachers cannot be expected to meet all the specialized needs of visually handicapped pupils. Therefore, a close collaborative working relationship must be established between the regular and special education personnel and a comprehensive system of personnel development for both regular and special education teachers and administrators must be undertaken. The education of visually handicapped pupils is best accomplished in an atmosphere of cooperation between regular and special education personnel.

1. What are the roles and responsibilities of the specialized professional personnel directly concerned with the instructional program (teacher of the visually handicapped, orientation and mobility instructor, paraprofessional, etc.)?

2. How do these professionals work with regular teachers? Give specific illustrations.

3. Does the program have a system of personnel development? If so, are teachers of the visually handicapped included?

COMMENTS:

The Learning Experiences

The plan for learning experiences includes the curricular areas available to all pupils, the specialized areas needed by visually handicapped pupils, and nonacademic services. A complete education program for visually handicapped pupils must include all three and the individualized education program for each pupil should include the assessment procedures, goals and objectives, educational strategies, and assessment procedures for the subparts of each one.

In the three tables that follow indicate, for each of the three types of learning experiences, the setting (regular or special class) typically used for instructional purposes at the three levels of elementary, junior high/middle school and senior high. A fourth column is provided if the school has a program, e.g., multihandicapped, that cuts across levels. The three sections that follow request details about these learning experiences.

TABLE 1

Instructional Areas Offered to All Pupils

For each subject area, indicate with an *R* for regular class and an *S* for special class the setting in which visually handicapped pupils *typically* receive instruction at each level. If instruction is typically provided in both settings, mark with an *R* and *S*. Groupings of instructional areas are arbitrary and school personnel should feel free to modify them. A column entitled "Other" is included for programs serving all age ranges, such as multihandicapped.

Area	Elementary	Junior High/ Middle School	Senior High	Other (Specify)
Communication: 1. Listening				
2. Speaking				
3. Reading				
4. Writing				
5. Spelling				
6. English a. Composition				
a. Grammar				
c. Literature				
d. Other				
7. Foreign Language (Specify) a.				
b.				
c.				
8. Other (Specify)				
Science/Mathematics: 1. Mathematics				
2. Higher Mathematics (Specify) a.				
b.				
3. Science (Specify) a.				
b.				

Area	Elementary	Junior High/ Middle School	Senior High	Other (Specify)
Social Sciences: 1. Geography				
2. History				
3. Civics/ Citizenship				
4. Social Studies				
5. Consumer Education				
6. Other (Specify) a._____				
b._____				
Physical/Health Education: 1. Leisure Education				
2. _____				
Fine Arts: 1. Music				
2. Art				
3. Dramatics				
4. Other (Specify) a.				
b.				
Practical Arts: 1. Arts & Crafts				
2. Industrial Arts				
3. Vocational Education (Specify) a.				
b.				
4. Homemaking (Specify) a.				
b.				
5. Family Living and Sex Education				
6. Driver Education				
7. Other (Specify)				
Other (Specify) 1.				
2.				

TABLE 2

Instructional Areas Visually Handicapped Pupils Typically Study with Special Personnel

For each special technique and special instructional area, indicate the level(s) where instruction is *typically* provided visually handicapped pupils.

Areas	Elementary	Junior High/ Middle School	Senior High	Other (Specify)
Special Techniques *Communication skills:* 1. Reading—tactile forms:				
a. Braille (check codes) Literary				
Grade 3				
Nemeth				
Music				
Other (Specify)				
b. Optacon				
c. Other (Specify)				
2. Reading—auditory forms: a. Use of readers				
b. Talking book				
c. Cassette				
d. Other (Specify)				
3. Reading—print forms a. Large type				
b. Low vision aids				
c. Other (Specify)				
4. Writing a. Braille writer				
b. Slate and stylus				
c. Handwriting				
d. Typewriter				
e. Other (Specify)				

Area	Elementary	Junior High/ Middle School	Senior High	Other (Specify)
5. Visual efficiency training				
6. Nonverbal communication				
7. Other (Specify)				
Sciences/ Mathematics: 1. Abacus				
2. Talking calculator				
3. Other (Specify)				
Social Studies: 1. Map reading				
2. Other (Specify)				
Other: 1. Reference material skills				
2. Other (Specify)				
Instructional Areas *Concept Development:* 1. Sensory-motor training				
2. Body awareness				
Orientation & Mobility: 1. Environmental awareness				
2. Travel training a. Sighted guide				
b. Dog guide				
c. Cane				
d. Technological aids				
e. Other (Specify)				

Area	Elementary	Junior High/ Middle School	Senior High	Other (Specify)
Ir.dependent Living Skills: 1. Social skills				
2. Eating skills				
3. Clothing selection and care				
4. Household skills				
5. Personal hygiene				
6. Personal organization				
7. Financial management				
8. Other (Specify)				
Other (Specify)				

COMMENTS:

TABLE 3

Nonacademic/Extracurricular Services and Activities Available to Visually Handicapped Pupils

P.L. 94-142 mandates that handicapped pupils be included in nonacademic and extracurricular services and activities.

In the columns indicate with an *R* those areas in which visually handicapped pupils participate with regular pupils and an *S* for those areas covered by specially trained personnel in the visually handicapped area.

Area	Elementary	Junior High/ Middle School	Senior High	Other (Specify)
Counseling				
Health Services				
Transportation Services				
Athletics (Specify) 1. _____ 2. _____ 3. _____				
Informal Activities 1. Recess				
2. Lunch room				
Recreational Activities				
Clubs (Specify) 1. _____ 2. _____				
Other (Specify) 1. _____ 2. _____				

COMMENTS:

43

Responses to the following questions should assist school staff in assessing the effectiveness of this aspect of the program.

1. To what extent are special education personnel working with visually handicapped pupils involved in curriculum development and revision in the school district?

2. How are parents involved in curriculum development and revision? How are pupils involved? How are relevant members of the community involved?

3. How are the special curricular areas needed by visually handicapped pupils, e.g., orientation and mobility instruction and daily living skills, incorporated into the plan for learning experiences?

4. How are visually handicapped pupils included in the school's noncurricular/extracurricular program?

COMMENTS:

III. EVALUATION

Program evaluation is mandated by P.L. 94-142. In responding to the following evaluation questions, school personnel should refer to Section B: Philosophy and Objectives and Section C: Program and Community Profile, which form the base on which the learning experiences are planned and implemented.

1. List two major strengths in the program described in this section.

2. List two major areas that need improvement.

3. Tell how the activities described in this section are consistent with the philosophy and objectives (Section B) for educating visually handicapped pupils.

4. How do the needs and characteristics of the program and community (Section C) influence the implementation of the activities described in this section?

COMMENTS:

IV. PROGRAMING FOR IMPROVEMENT

The self study provides a mechanism for the personnel involved in programs for visually handicapped pupils to identify areas of needed change and to develop long and short range plans for improvement. A program is never "perfect," however; there are always ways to improve based on applying new research findings from curriculum development in regular and special education and studies of growth, development and learning of handicapped and nonhandicapped pupils; applying results of evaluation studies of programs and pupils; and implementing legislative and judicial activities.

The following questions are designed to stimulate school personnel to develop a plan of action to effect needed changes in the program that will lead to better education for visually handicapped pupils.

1. List improvements made during the last school year in the program activities described in this section.

2. List improvements under way during the present school year.

3. List improvements planned for next school year.

4. List improvements that are planned within the next five years.

COMMENTS:

Section E
Instructional Areas Offered to All Pupils

This section should be used when school personnel wish to assess the effectiveness of the instructional program handicapped pupils receive in the regular program.

CONTENTS

I. INTRODUCTION	44
II. NATURE OF THE PROGRAM	44
Planning and Organization	44
Instructional Areas	45
Instructional Staff	52
Facilities, Materials, and Equipment	53
III. EVALUATION	58
IV. PROGRAMING FOR IMPROVEMENT	59

Name of School District _____

Date _____

Prepared by _____

_____

_____

I. INTRODUCTION

The instructional areas offered by the school to all pupils should also be available to visually handicapped pupils. The extent to which visually handicapped pupils receive instruction in these areas within a regular classroom is stipulated in their individualized education program and thus will vary from pupil to pupil.

P.L. 94-142, The Education for All Handicapped Children Act, mandates that handicapped pupils be educated with nonhandicapped pupils to the maximum extent appropriate. Removal from the regular educational environment should occur only when education in regular classes cannot take place, even with the use of supplementary aids and services. The variety of educational programs and services available to nonhandicapped pupils must also be available to handicapped pupils. Physical education was specifically singled out in the legislation as an important curricular area. Handicapped pupils must have the opportunity to participate in the physical education program available to nonhandicapped pupils unless the handicapped pupil is enrolled in a separate facility full time or needs specially designed physical education.

In this section, school personnel should respond to information requested as related to the instruction visually handicapped pupils receive *in the regular classroom* or instruction in these areas that may be given in the special classroom in accord with a pupil's IEP.

Personnel wishing to make an intensive study of curricular areas included in this section should employ the appropriate level *Evaluative Criteria* published by the National Study of School Evaluation.

II. NATURE OF THE PROGRAM

The instructional activities listed in Table 1 of Section D outline curricular areas that are included in the typical regular school curriculum. The questions in this part are designed to focus the attention of personnel on the extent to which visually handicapped pupils participate in the regular school program with nonhandicapped pupils for these curricular areas.

Planning and Organization

1. What criteria are used to determine which curricular areas are appropriate for visually handicapped pupils to elect with nonhandicapped pupils?

2. What procedures are used to insure that visually handicapped pupils enrolled in curricular areas with nonhandicapped pupils are deriving maximum benefit from the mainstreamed/integrated experience?

3. What procedures are used to insure that the instructional program in each area is sequential and coordinated from kindergarten through secondary school?

4. What procedures are used for developing the individualized education program in the instructional areas included in this section for each visually handicapped pupil?

5. What procedures are used for evaluating progress of visually handicapped pupils in these instructional areas?

COMMENTS:

Instructional Areas

Please refer to Table 1 in Section D when describing these areas.

Communication

1. Instructional Content

   a. What procedures are used to assess visually handicapped pupils' abilities in:

      Listening _____

      Speaking _____

      Reading _____

      Writing _____

      Spelling _____

   b. What resources are available for remediation in the area of communication, e.g., speech and language therapy, remedial reading?

c. List courses in the area of communication that are available to secondary level pupils, including those in foreign languages.

d. List any other communication learning experiences available.

2. Instructional Activities

a. List instructional activities employed to improve pupils' communication abilities in:

Listening _____

Speaking _____

Reading _____

Writing _____

Spelling _____

b. List instructional activities directed toward applying skills acquired in school to life outside of school in:

Listening _____

Speaking _____

Reading _____

Writing _____

Spelling _____

COMMENTS:

Sciences/Mathematics

1. Instructional Content

   a. What procedures are used to assess visually handicapped pupils' abilities in sciences/mathematics and scientific thinking?

   b. List the content areas typically presented at each grade level: K-6 or K-8.

   c. List courses available to students from grades 7-12 or 9-12.

2. Instructional Activities

   a. List instructional activities utilized to meet the objectives of sciences/mathematics instruction.

   b. List instructional activities designed to help pupils apply skills learned in school to their life outside of school.

COMMENTS:

Social Sciences

1. Instructional Content

   a. What procedures are used to assess visually handicapped pupils' abilities in the social sciences?

b. List content areas typically presented at each grade level: K-6 or K-8.

c. List courses available to students from grades 7-12 or 9-12.

2. Instructional Activities

a. List instructional activities that are utilized to meet the objectives of social science education.

b. List instructional activities designed to help pupils apply skills learned in school to their life outside of school.

COMMENTS:

Physical and Health Education

1. Instructional Content

a. What procedures are used to assess visually handicapped pupils' abilities in physical education?

b. What procedures are used to determine the need for special physical education?

c. List options and resources available to provide special physical education.

d. List areas covered in the health education program that relate to the:

Diagnosis and remediation of handicapping conditions

Prevention of handicapping conditions

Sensory system, particularly vision and hearing

Genetic counseling

c. How are pupils instructed in effective use of leisure time?

2. Instructional Activities

a. List instructional activities used to meet the objectives of physical education.

b. List instructional activities used to meet the objectives of *special* physical education.

c. List instructional activities used to meet the objectives of health education.

d. List instructional activities designed to help pupils apply skills learned in school to their life outside of school.

COMMENTS:

Fine Arts

1. Instructional Content

   a. What procedures are used to assess visually handicapped pupils' abilities in the fine arts?

   b. List areas of the fine arts typically presented at each grade level: K-6 or K-8.

   c. List courses available to students from grades 7-12 or 9-12.

2. Instructional Activities

   a. List instructional activities used to meet the objectives of fine arts education.

   b. List instructional activities designed to help pupils apply skills learned in school to their life outside of school.

COMMENTS:

Practical Arts

1. Instructional Content

   a. What procedures are used to assess visually handicapped pupils' abilities in the practical arts?

   b. List areas of the practical arts typically presented at each grade level: K-6 or K-8.

   c. List courses available to students from grades 7-12 or 9-12 that are related to the practical arts.

   d. What procedures assure that visually handicapped pupils acquire the knowledge typically imparted in driver education courses?

2. Instructional Activities

   a. List instructional activities used to meet the objectives of the practical arts.

   b. List instructional activities designed to help pupils apply skills learned in school to their life outside of school.

   c. List activities directed toward imparting knowledge concerning:

      Vocational opportunities

      Job seeking skills

d. List activities directed toward assisting visually handicapped pupils to assess vocational potential and select appropriate job possibilities.

e. What work-study programs are available and used by visually handicapped pupils?

COMMENTS:

Other (Specify)

1. List any other instructional areas not included in the above.

2. Describe instructional content for each area.

3. Describe instructional activities for each area.

COMMENTS:

Instructional Staff

1. How do staff in each instructional area keep abreast of current developments in their respective fields?

2. What procedures do staff in each instructional area employ to modify their instructional objectives and activities in accord with current trends and new knowledge in their fields?

3. What inservice training is provided to the instructional staff relative to visually handicapped pupils? (Type, extent, content, etc.)

4. What formal and informal contacts between the instructional staff and personnel in the area of the visually handicapped are directed toward more effective mainstreaming/integration?

COMMENTS:

Facilities, Materials, and Equipment

1. What facilities are available in each instructional area that are employed in teaching visually handicapped and nonhandicapped pupils.
   a. Communication

   b. Sciences/Mathematics

   c. Social Sciences

d. Physical and Health Education

e. Fine Arts

f. Practical Arts

g. Other

2. What instructional materials are available in each instructional area that are useful in teaching visually handicapped and nonhandicapped pupils? (Do not include specialized materials in this section).

a. Communication

b. Sciences/Mathematics

c. Social Sciences

d. Physical and Health Education

e. Fine Arts

f. Practical Arts

g. Other

3. What equipment is available in each instructional area that is useful in teaching visually handicapped and nonhandicapped pupils?

a. Communication

b. Sciences/Mathematics

c. Social Sciences

d. Physical and Health Education

e. Fine Arts

f. Practical Arts

g. Other

4. What specialized instructional materials are available for visually handicapped pupils to enable them to participate in the school program with nonhandicapped pupils.

a. Communication

b. Sciences/Mathematics

c. Social Sciences

d. Physical and Health Education

e. Fine Arts

f. Practical Arts

g. Other

5. What specialized equipment is available for visually handicapped pupils to enable them to participate in the school program with nonhandicapped pupils?

   a. Communication

   b. Sciences/Mathematics

   c. Social Sciences

   d. Physical and Health Education

   e. Fine Arts

   f. Practical Arts

   g. Other

6. List any other specialized facilities, materials, and equipment used by visually handicapped pupils in the instructional areas.

   a. Communications

b. Sciences/Mathematics

c. Social Sciences

d. Physical and Health Education

e. Fine Arts

f. Practical Arts

g. Other

COMMENTS:

III. EVALUATION

Program evaluation is mandated by P.L. 94-142. In responding to the following evaluation questions, school personnel should refer to Section B: Philosophy and Objectives and Section C: Program and Community Profile, which form the base on which the learning experiences are planned and implemented.

1. List two major strengths in the program described in this section.

2. List two major areas that need improvement.

3. Tell how the activities described in this section are consistent with the philosophy and objectives (Section B) for educating visually handicapped pupils.

4. How do the needs and characteristics of the program and community (Section C) influence the implementation of the activities described in this section?

COMMENTS:

IV. PROGRAMING FOR IMPROVEMENT

The self study provides a mechanism for the personnel involved in programs for visually handicapped pupils to identify areas of needed change and to develop long and short range plans for improvement. A program is never "perfect"; however, there are always ways to improve based on applying new research findings from curriculum development in regular and special education and studies of growth, development, and learning of handicapped and nonhandicapped pupils; applying results of evaluation studies of programs and pupils; and implementing legislative and judicial activities.

The following questions are designed to stimulate school personnel to develop a plan of action to effect needed changes in the program that will lead to better education for visually handicapped pupils.

1. List improvements made during the last school year in the program activities described in this section.

2. List improvements under way during the present school year.

3. List improvements planned for next school year.

4. List improvements that are planned within the next 5 years.

COMMENTS:

Section F
Special Instructional Areas and Techniques

This section should be used by school personnel to determine whether the special education needs of visually handicapped pupils are being met. It is recommended that this section be completed for all options except by those wishing to obtain a brief overview of program needs and those using only Section D: The Plan for Learning Experiences.

CONTENTS

I. INTRODUCTION	62
II. NATURE OF THE PROGRAM	62
Planning and Organizaton	62
Special Techniques	63
Instructional Areas	68
Instructional Staff	72
Facilities, Materials and Equipment	73
III. EVALUATION	74
IV. PROGRAMING FOR IMPROVEMENT	74

Name of School District _____

Date _____

Prepared by _____

_____

_____

I. INTRODUCTION

The education of visually handicapped pupils in regular classes has a long history of success. That success, however, has been due in large measure to the supportive help given such pupils by personnel specifically trained to work with them. For most visually handicapped pupils successful mainstreaming/integration cannot be effected without such supportive services. Supportive personnel arrange for specialized equipment and instructional materials, provide instruction in those needed areas that are not included in the regular curriculum, and suggest procedural and instructional modifications in the regular school program that will assist visually handicapped pupils to participate to the maximum extent possible.

In this section, school personnel are requested to (a) describe the special techniques and materials that are used in the instruction of visually handicapped pupils that enable them to participate fully in the regular school program, and (b) describe the special instructional areas that are necessary for visually handicapped pupils to attain their maximum potential.

No program for visually handicapped pupils can be considered adequate unless pupils receive (a) instruction in the use of educational techniques appropriate to their degree of vision and level of intellectual functioning and (b) instruction in the special areas that will enable them to function effectively as adults in American society. To minimize attention to these special needs is to deprive them of their right to an equal educational opportunity. Each pupil's individualized education program must include attention to these areas.

II. NATURE OF THE PROGRAM

The special techniques and instructional areas listed in Table 2 of Section D outline the special educational needs of visually handicapped pupils. The items in this part are designed to focus attention of the personnel trained in the area of the visually handicapped on the extent to which instruction is provided in these areas to visually handicapped pupils in their educational programs.

Planning and Organization

1. How is the school program modified so that visually handicapped pupils may receive instruction in the areas listed in Table 2 and not be deprived of adequate instruction in areas listed in Table 1 which are considered essential in the education of all pupils?

2. What criteria are used to determine whether a visually handicapped pupil will be primarily a visual or a tactile learner?

3. What procedures are used to insure that each visually handicapped pupil's individualized education program includes assessment of present level, individual goals, and objectives; services/instruction to be provided; and criteria for evaluation of performance in the use of the special techniques and instructional areas included in this section.

COMMENTS:

Special Techniques

(Please refer to Table 2 in Section D when describing these areas.)

Communication Skills

1. Instructional Content

a. What procedures are used to assess visually handicapped pupils' abilities in:

Tactile reading:

Braille _____

Optacon _____

Other _____

Reading through listening

Print reading

Tactile writing:

Braille writer _____

Slate and stylus _____

Typewriter

Handwriting

Other (Specify)

b. What procedures are used to assess visually handicapped pupils' visual efficiency?

c. What procedures are used to assess visually handicapped pupils' abilities in nonverbal communication?

2. Instructional Activities

a. List instructional activities used to improve visually handicapped pupils' abilities in:

Tactile reading:

Braille _____

Optacon _____

Other _____

Reading through listening

Print reading

Tactile writing:

Braille writer _____

Slate and stylus _____

Typewriter

Handwriting

Other (Specify)

b. List instructional activities used to promote use of the above special techniques in the regular classroom.

c. List instructional activities used in visual efficiency training.

d. List instructional activities used in improving nonverbal communication.

COMMENTS:

Science/Mathematics

1. Instructional Content

   a. What procedures are used to select an appropriate computational aid (e.g. abacus, Talking Calculator) for visually handicapped pupils?

   b. What procedures are used to assess visually handicapped pupils' ability to use a computational aid?

   c. What procedures are used to select other appropriate aids for various aspects of teaching science/mathematics to visually handicapped pupils?

2. Instructional Activities

   a. List instructional activities used to improve abilities to use computational aids.

   b. List instructional activities used to promote the use of computational aids in the regular classroom.

   c. List instructional activities employed to improve abilities to use aids listed in 1 (c) above.

d. List instructional activities used to promote the use of these aids in the regular classroom.

COMMENTS:

Social Studies

1. Instructional Content

a. What procedures are used in assessing the abilities of visually handicapped pupils in map reading?

2. Instructional Activities

a. List instructional activities that are used to improve abilities in map reading.

b. List instructional activities used to apply skills in map reading to activities in the regular classroom.

COMMENTS:

Other

1. Instructional Content

a. What procedures are used to assess the abilities of visually handicapped pupils in reference materials skills?

b. What procedures are used to assess the abilities of visually handicapped pupils in problem solving?

2. Instructional Activities

a. List instructional activities that are used to improve reference materials skills.

b. List instructional activities that are used to improve problem solving skills and techniques.

c. List instructional activities used to apply reference materials skills to activities in the regular classroom.

d. List instructional activities used to apply problem solving techniques and skills in:

Reading modality _____

Travel _____

Social behavior _____

Dress _____

Vocational planning _____

Other (specify) _____

COMMENTS:

Instructional Areas

(Please refer to Table 2 in Section D when describing these areas.)

Concept Development

1. Instructional Content
   a. What procedures are used to assess visually handicapped pupils' abilities in:

      Development of tactile and auditory skills _____

      Sensory-motor training _____

      Use of residual vision _____

      Body awareness _____

      Spatial awareness _____

      Other (specify) _____

   b. What resources are available to improve visually handicapped pupils' abilities in:

      Development of tactile and auditory skills _____

      Sensory-motor training _____

      Use of residual vision _____

      Body awareness _____

      Spatial awareness _____

      Other (specify) _____

2. Instructional Activities
   a. What instructional activities are used to improve pupils' abilities in:

      Development of tactile and auditory skills _____

      Sensory-motor training _____

      Use of residual vision _____

      Body awareness _____

      Spatial awareness _____

      Other (specify) _____

b. List instructional activities that are directed toward applying skill in these areas to life outside of school:

Development of tactile and auditory skills _____

Sensory-motor training _____

Use of residual vision _____

Body awareness _____

Spatial awareness _____

Other (specify) _____

COMMENTS:

Orientation and Mobility

1. Instructional Content

a. What procedures are used to assess visually handicapped pupils' abilities in environmental awareness?

b. What procedures are used to assess visually handicapped pupils' abilities for independent travel?

c. What procedures are used to assess visually handicapped pupils' abilities to use and select a mobility aid appropriate to their needs?

d. List resources available for remediation in the area of orientation and mobility skills.

2. Instructional Activities

a. What instructional activities are used to improve pupils' environmental awareness?

b. What instructional activities provide information to visually handicapped pupils regarding the full range of mobility aids available to them as adults:

Sighted guide _____

Dog guide _____

Cane _____

Technological aids _____

Other (specify) _____

c. List instructional activities designed to assist individual pupils in the selection of an appropriate mobility aid.

d. List instructional activities directed toward applying skills acquired in orientation and mobility to life outside of school.

COMMENTS:

Independent Living Skills

1. Instructional Content

a. What procedures are used in assessing pupils' abilities for independent functioning in:

Social skills and interpersonal relations _____

Eating _____

Clothing selection and care _____

Housework, including cooking, sewing, and cleaning _____

_____

Personal hygiene _____

Personal organization _____

Financial management _____

Other (specify) _____

b. What resources are available for instruction and remediation in:

Social skills and interpersonal relations _____

Eating _____

Clothing selection and care _____

Housework, including cooking, sewing, and cleaning _____

_____

Personal hygiene _____

Personal organization _____

Financial management _____

Other (specify) _____

2. Instructional Activities

a. What instructional activities are employed to improve pupils' abilities in:

Social skills and interpersonal relations _____

Eating _____

Clothing selection and care _____

Housework, including cooking, sewing, and cleaning _____

_____

Personal hygiene _____

Personal organization _____

Financial management _____

Other (specify) _____

b. What instructional activities are directed toward applying skills acquired in school to life outside of school in:

Social skills and interpersonal relations _____

Eating _____

Clothing selection and care _____

Housework, including cooking, sewing, and cleaning _____

Personal hygiene _____

Personal organization _____

Financial management _____

Other (specify) _____

c. What evaluation activities are directed toward insuring that visually handicapped pupils can function independently on completion of their schooling?

COMMENTS:

Instructional Staff

1. How do staff in the program for the visually handicapped keep abreast of current developments in the field?

2. What procedures are used by the staff in the program for the visually handicapped to modify their instructional objectives and activities in accord with current trends and new knowledge in the field?

3. List ways staff in the program for the visually handicapped maintain contact with regular school personnel.

4. What inservice training is provided the staff in the program for the visually handicapped? (Type, extent, content, etc.)

COMMENTS:

Facilities, Materials, and Equipment

1. What facilities are available for instructional purposes to staff in the program for the visually handicapped pupils?

2. What regular school facilities are available for use by the staff in the program for visually handicapped pupils to instruct in the areas included in this section (e.g., kitchen for teaching cooking skills)?

3. What instructional materials are available for instructing visually handicapped pupils in the areas included in this section?

4. List the major resources for the loan of instructional materials used regularly in the program for visually handicapped pupils:
   a. Within the regular classroom

   b. In the specialized area

5. What equipment is available for instructing visually handicapped pupils in the areas included in this section?

COMMENTS:

III. EVALUATION

Program evaluation is mandated by P.L. 94-142. In responding to the following evaluation questions, school personnel should refer to Section B: Philosophy and Objectives and Section C: Program and Community Profile, which form the base on which the learning experiences are planned and implemented.

1. List two major strengths in the program described in this section.

2. List two major areas that need improvement.

3. Tell how the activities described in this section are consistent with the philosophy and objectives (Section B) for educating visually handicapped pupils.

4. How do the needs and characteristics of the program and community (Section C) influence the implementation of the activities described in this section?

COMMENTS:

IV. PROGRAMING FOR IMPROVEMENT

The self study provides a mechanism for the personnel involved in programs for visually handicapped pupils to identify areas of needed change and to develop long and short range plans for improvement. A program is never "perfect," however; there are always ways to improve based on applying new research findings from curriculum development in regular and special education and studies of growth, development and

learning of handicapped and nonhandicapped pupils; applying results of evaluation studies of programs and pupils; and implementing legislative and judicial activities.

The following questions are designed to stimulate school personnel to develop a plan of action to effect needed changes in the program that will lead to better education for visually handicapped pupils.

1. List improvements made during the last school year in the program activities described in this section.

2. List improvements under way during the present school year.

3. List improvements planned for next school year.

4. List improvements that are planned within the next 5 years.

COMMENTS:

Section G
Nonacademic and Extracurricular Services and Activities

It is recommended that this section be completed for all options except those using only Section D: The Plan for Learning Experiences.

CONTENTS

I. INTRODUCTION	78
II. NATURE OF THE PROGRAM	78
Planning and Organization	78
Services and Activities	79
Instructional Staff	85
Facilities, Materials, and Equipment	86
III. EVALUATION	87
IV. PROGRAMING FOR IMPROVEMENT	88

Name of School District _____

Date _____

Prepared by _____

_____

_____

I. INTRODUCTION

P.L. 94-142, The Education for All Handicapped Children Act, requires that handicapped pupils have equal opportunity for participation in nonacademic and extracurricular services and activities. These include "counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs. . . ., referrals to agencies which provide assistance to handicapped persons, and employment of students. . . ." Visually handicapped pupils should participate in the nonacademic areas with the nonhandicapped in order to learn the give and take necessary to achieve their maximum potential and to live in adult society. The activities described in this section include the variety available to nonhandicapped that should also be available to visually handicapped pupils. They provide an experiental base for visually handicapped pupils to learn about their environment.

It should further be noted that Section 504 of P.L. 93-112 forbids discrimination against the handicapped in any aspect of education. Thus, all the activities that are nonacademic or extracurricular in nature must also be available to the visually handicapped.

II. NATURE OF THE PROGRAM

The nonacademic/extracurricular services and activities listed in Table 3 of Section D outline those areas included in the typical regular school program that enhance the learning environment for all pupils. The questions in this part are designed to focus the attention of personnel on the extent to which visually handicapped pupils participate in those services and activities with nonhandicapped pupils.

Planning and Organization

1. What procedures does the school employ to insure that visually handicapped pupils are included in each of the following as listed in Table 3:

   a. Counseling

   b. Health Services

   c. Transportation Services

   d. Athletics

   e. Informal Activities

   f. Recreational Activities

   g. Clubs

   h. Other (specify)

2. What procedures are used to evaluate the extent to which visually handicapped pupils are included in:

   a. Counseling

b. Health services

c. Transportation Services

d. Athletics

e. Informal Activities

f. Recreational Activities

g. Clubs

h. Other (specify)

COMMENTS:

Services and Activities

Counseling

1. Content

a. What counseling services are available to nonhandicapped pupils that are also used by visually handicapped pupils?

b. What procedures are used to access the success of these services to visually handicapped pupils?

c. What procedures are adopted to assist visually handicapped pupils to live in a nonhandicapped society?

d. What procedures are used in working with visually handicapped pupils and their parents to develop realistic expectations concerning their abilities and future goals?

2. Activities

a. What activities are used to deliver counseling services to visually handicapped pupils?

b. What activities are used to improve the delivery of counseling services to all pupils?

c. What activities are designed to help visually handicapped pupils learn to live in the "real world"?

d. What activities are designed to help parents of visually handicapped pupils know their present and future capacities and limitations?

e. How are counseling services coordinated with vocational rehabilitation services?

COMMENTS:

Health Services

1. Content

a. List health services available to nonhandicapped pupils; tell which are also used by visually handicapped pupils.

b. What procedures are used to assess the success of these services to visually handicapped pupils?

2. Activities

a. What activities are used to deliver health services to visually handicapped pupils?

b. What activities are used to improve the delivery of health services to all pupils?

COMMENTS:

Transportation

1. Content

a. What transportation services include visually handicapped pupils and nonhandicapped pupils?

b. What specialized transportation services are available for visually handicapped pupils?

2. Activities

a. What procedures are used to insure that visually handicapped pupils are transported to and from school on a schedule that enables them to have the same number of hours in school as nonhandicapped pupils?

b. What procedures are used to evaluate the delivery of transportation services to all pupils?

COMMENTS:

Athletics

1. Content

a. List the elements of the athletic program that include visually handicapped pupils.

b. What criteria are used to determine which visually handicapped pupils are included in the athletic program?

2. Activities

a. What activities are used to insure maximum participation of visually handicapped pupils in the athletic program?

b. What activities are used to assess the success of visually handicapped pupils in the athletic program?

COMMENTS:

Informal Activities

1. Content

   a. What informal activities within the school day are available to nonhandicapped pupils; which ones include visually handicapped pupils?

   b. What procedures are used to include visually handicapped pupils in these activities?

2. Activities

   a. What procedures are employed to insure maximum participation of visually handicapped pupils in the informal activities of the school day?

   b. What activities are employed to assess the success of visually handicapped pupils in the informal activities of the school day?

COMMENTS:

Recreational Activities

1. Content

   a. List the recreational activities offered nonhandicapped pupils; which ones also include visually handicapped pupils?

   b. What procedures are used to include visually handicapped pupils in these activities?

2. Activities

a. What procedures are used to insure maximum participation of visually handicapped pupils in the recreational activities?

b. What procedures are used to assess the success of visually handicapped pupils in the recreational activities?

COMMENTS:

Clubs

1. Content

a. Describe the clubs available to nonhandicapped pupils; indicate which ones also include visually handicapped pupils.

b. What procedures are used to include visually handicapped pupils in club activites?

2. Activities

a. What procedures are used to insure maximum participation of visually handicapped pupils in clubs?

b. What procedures are used to assess the success of visually handicapped pupils in the club activities of the school?

COMMENTS:

Other

1. List any other nonacademic/extracurricular services and activities available in the school.

COMMENTS:

Instructional Staff

1. How do staff in each of the following keep abreast of current developments in their respective areas?

   a. Counseling

   b. Health

   c. Transportation

   d. Athletics

   e. Informal

   f. Recreational

   g. Clubs

   h. Other (specify)

2. What inservice training is provided to the staff relative to visually handicapped pupils? (Type, extent, content, etc.)

   a. Counseling

   b. Health

   c. Transportation

   d. Athletics

e. Informal

f. Recreational

g. Clubs

h. Other (specify)

3. What formal and informal contacts between staff in the following areas and personnel in the area of the visually handicapped are directed toward effecting maximum participation of pupils in these activities?

a. Counseling

b. Health

c. Transportation

d. Athletics

e. Informal

f. Recreational

g. Clubs

h. Other (specify)

COMMENTS:

Facilities, Materials, and Equipment

1. List facilities available for the delivery of services in each of the following:

a. Counseling

b. Health

c. Transportation

d. Athletics

e. Informal

f. Recreational

g. Clubs

h. Other (specify)

2. List materials available for the delivery of services in each of the following:

   a. Counseling

   b. Health

   c. Transportation

   d. Athletics

   e. Informal

   f. Recreational

   g. Clubs

   h. Other (specify)

3. List equipment available for the delivery of services in each of the following:

   a. Counseling

   b. Health

   c. Transportation

   d. Athletics

   e. Informal

   f. Recreational

   g. Clubs

   h. Other (specify)

COMMENTS:

III. EVALUATION

Program evaluation is mandated by P.L. 94-142. In responding to the following evaluation questions, school personnel should refer to Section B: Philosophy and Objectives and Section C: Program and Community Profile, which form the base on which the learning experiences are planned and implemented.

1. List two major strengths in the program described in this section.

2. List two major areas that need improvement.

3. Tell how the activities described in this section are consistent with the philosophy and objectives (Section B) for educating visually handicapped pupils.

4. How do the needs and characteristics of the program and community (Section C) influence the implementation of the activities described in this section?

COMMENTS:

IV. PROGRAMING FOR IMPROVEMENT

The self study provides a mechanism for the personnel involved in programs for visually handicapped pupils to identify areas of needed change and to develop long and short range plans for improvement. A program is never "perfect", however; there are always ways to improve based on applying new research findings from curriculum development in regular and special education and studies of growth, development and learning of handicapped and nonhandicapped pupils; applying results of evaluation studies of programs and pupils; and implementing legislative and judicial activities.

The following questions are designed to stimulate school personnel to develop a plan of action to effect needed changes in the program that will lead to better education for visually handicapped pupils.

1. List improvements made during the last school year in the program activities described in this section.

2. List improvements under way during the present school year.

3. List improvements planned for next school year.

4. List improvements that are planned within the next 5 years.

COMMENTS:

Section H
Evaluation Summary

This section is recommended for all options. Some questions, e.g., 1 and 2, may not be relevant for school personnel who did not complete Sections B and C as part of their self study. School personnel should, therefore, respond only to those questions that are relevant to their evaluation.

CONTENTS

INSTRUCTIONS 92

EVALUATION SUMMARY 92

Name of School District _____

Date _____

Prepared by _____

INSTRUCTIONS

Before completing this final section, the school staff who have engaged in an intensive self study should review carefully Section B: Philosophy and Objectives; Section C: Program and Community Profile; *Evaluation and Programing for Improvement* of Sections D, E, F, and G. With the foregoing information, the staff or the self study coordinating committee should assess generally the extent to which the program is fulfilling its philosophy and objectives and meeting the needs of the visually handicapped pupils it serves. Part IV of Sections D, E, F, and G requested school personnel to identify needed areas of improvement. This final step in the process is to make an overall evaluation leading to a plan for improvement established in order of priority.

Three factors should be considered in determining priorities:

1. A judgment concerning the relative importance of the various planned improvements.
2. A judgment on the relative ease (in terms of cost, personnel, facilities, etc.) with which they can be effected.
3. An awareness that an improvement in one area may have to be coupled with a change in another.

With these factors in mind, the improvements listed in each section of the self study report should be considered in their totality and measured against the program's philosophy and objectives, its capacities and resources, and the needs and characteristics of the pupils.

In the questions that follow, the staff first has an opportunity to describe how the program carries out the stated philosophy and objectives and meets the needs of the visually handicapped pupils it serves. The staff should then review the content of Part IV of Sections D, E, F, and G; arrange the past, current, and projected improvements in order of priority; and finally, select the two most significant improvements from last year, the current year, the following year, and the next 5 years. With these duly recorded, the staff may then proceed to develop a planned program for improvement.

EVALUATION SUMMARY

1. To what extent does the school's program carry out the philosophy and objectives as stated in Section B?

2. To what extent does the program meet the needs of the visually handicapped pupils described in Section C?

3. List the two most significant improvements made in the program during the last school year.

4. List the two most significant improvements under way during the present school year.

5. List the two most significant improvements projected for the next school year.

6. List in order of priority the four most significant improvements that will be made during the next 5 years.

7. How are the improvements listed in questions 3-6 related to the ongoing planning and evaluation processes of the program?

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